



Rhode Island Career Resource Network

CAREER ANCHOR

TEACHER'S GUIDE

Rhode Island Career Resource Network

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Welcome to The Rhode Island Career Anchor Teacher's Guide

The *Rhode Island Career Anchor* was designed to be part of a comprehensive counseling program in high schools and agencies which serve adults. To be most effective it should be used together with the *Real Game Series*, the *Choices*, *Choices Planner*, or *Choices Explorer* computer programs, and other activities to promote development of students in the career development domain (see the National Career Development Guidelines on the following pages, and the *National Standards for School Counseling Programs* of the American School Counselor Association).

This *Teacher's Guide* has been prepared for teachers, counselors, and other career development professionals who use the *Rhode Island Career Anchor* with students or clients. One copy is being provided to each school or agency that received quantities of the *Career Anchor*. If additional copies are needed, please photocopy the pages you wish to use. They may also be downloaded from the CRN web site, www.dlt.ri.gov/crn. Pages with a wide colored stripe on the right side (as on this page) contain information for teachers. Other pages can be used as masters for duplicating handouts.

Acknowledgments

Many of the materials in the following pages are from the publications of the Career Resource Networks in other states, or have been inspired by them. These materials have been edited for use in Rhode Island when appropriate. The publications which were used for this purpose are:

California Career Planning Guide 2003-2005, California Career Resource Network (CALCRN)
Teacher's Guide, Delaware Career Compass, Delaware Career Resource Network
Cartoon Careers, Mississippi Career Resource Network
Career Outlook Users Guide, North Dakota Career Resource Network
Pennsylvania Career Guide, Teachers' Guide, Bureau of Career and Technical Education,
Pennsylvania Department of Education
Canada Prospects 2003-2004, Canada Career Consortium

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The Rhode Island Career Anchor and the Teacher's Guide were prepared by:

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Why Career Development?

The stability which once characterized a career has diminished. Individuals may have as many as 25 different jobs in four or five different industries during a career. The world has become a giant global marketplace, with many companies having operations in numerous countries and continents. Jobs once commonly available to anyone with a few basic skills and willingness to work are becoming rare as today's jobs require workers with much higher skill levels which are often very technical. The workplace is constantly changing as technology advances. In this climate it is important that all workers have the knowledge and skills to enable them to manage their own careers throughout their lifetimes.

Research has shown value to individuals, society, and the economy if career information and services foster informed and considered career decisions. Among the benefits are the following:

For the individual:

- improved educational achievement
- improved preparation and participation in postsecondary education
- better articulation among levels of education and between education and work
- shorter time to graduation
- higher graduation and retention rates

For society

- benefits to family, peers, and community
- higher levels of worker satisfaction and career retention
- shorter path to primary labor market for young workers
- lower incidence of work-related stress and depression
- reduced likelihood of work-related violence

For the economy

- Higher incomes and increased tax revenues
- Lower rates and shorter periods of unemployment
- Lower costs of worker turnover
- Lower health care costs
- Lower incarceration and criminal justice costs
- Increased worker productivity

These concepts have been more fully developed in the following:

The Educational, Social, and Economic Value of Informed and Considered Career Decisions, a paper by Scott Gillie and Meegan Gillie Isenhour. Available on the Internet at www.acrna.net/publications.htm.

Career Management Paradigm Shift: Prosperity for Citizens, Windfalls for Governments, by Phillip S. Jarvis. Available on the Internet at <http://lifework.ca/ACAREERDEVELOPMENTPARADIGMSHIFT1202.doc>.

School-Based Career Development: A Synthesis of the Literature, by Katherine L. Hughes and Melinda Mechur Karp, for the National Training Support Center (NTSC), a unit of America's Career Resource Network. Available on the Internet at www.acrnetwork.org/resourcedetail.aspx?ID=200200.

Standards for Career Development Education

There are three sets of standards which career development professionals can use to help design and evaluate their programs. These are consistent with each other and do not conflict, but each contributes to the framework of a quality career development program in a school or agency.

It is important that teachers refer to these standards for guidance in selecting programs and classroom activities in career development to ensure that all the important goals be reached to the greatest possible extent.

The National Career Development Guidelines

The National Career Development Guidelines was originally developed by the Career Development Training Institute (CDTI) in 1988-89 as a series of publications. In 1996 the four volumes were consolidated into one and published by the National Occupational Information Coordinating Committee (NOICC). The most recent revision (2004), by a national committee of experts, is now available only on the web site of America's Career Resource Network (www.acrnetwork.org). The revision updated the *Guidelines* and brought them into conformity with the No Child Left Behind Act. An outline of the Domains and Goals and the Indicators for the Career Management Domain are on the following pages.

The National Standards for School Counseling Programs

The American School Counselor Association published *The National Standards for School Counseling Programs* in 1997. The standards describe the role of counseling programs in academic development, career development, and personal/social development. The standards model supports and is compliant with *The National Career Development Guidelines*, the Secretary's Commission on Achieving Necessary Skills (SCANS), and other career development standards. A summary of the competencies under "Career Development" is on pages A4-A6.

Regulations of the R. I. Department of Education

In January, 2003 the R. I. Department of Education released "Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for Students Entering High School." Section 6.1, "Requirements for personalized learning environments," mentions "comprehensive K-12 counseling systems" as one of several approaches. It also states that ". . . school improvement plans and district strategic plans must address strategies for responding to, recording, and planning for each individual student's social/emotional, academic, and career needs beginning no later than grade five . . ." (Note that the identified needs are the same as those in the Standards of the American School Counselor Association.)

The Rhode Island Framework for Comprehensive K-12 School Counseling Programs

The Framework, developed by the Rhode Island Department of Elementary and Secondary Education in collaboration with the Rhode Island School Counselor Association, Providence College, and Rhode Island School-to-Career, provides additional guidance. It can be viewed or downloaded from the Internet at www.riscassoc.org/RIFramework_web.pdf.

National Career Development Guidelines

Indicators in the Career Management Domain

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K1	Recognize that career planning to attain your career goals is a life long process.
CM1.A1	Give examples of how you use career-planning strategies to attain your career goals.
CM1.R1	Assess how well your career planning strategies facilitate reaching your career goals
CM1.K2	Describe how to develop a career plan (e.g., steps and content).
CM1.A2	Develop a career plan to meet your career goals.
CM1.R2	Analyze your career plan and make adjustments to reflect ongoing career management needs.
CM1.K3	Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
CM1.A3	Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
CM1.R3	Re-examine your career goals and adjust as needed.
CM1.K4	Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.A4	Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.R4	Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.K5	Recognize that changes in you and the world of work can affect your career plans.
CM1.A5	Give examples of how changes in you and the world of work can affect your career plans.
CM1.R5	Evaluate how well you integrate changes in you and the world of work into your career plans.

Goal CM2: Use a process of decision-making as one component of career development

CM2.K1	Describe your decision-making style (e.g., risk taker, cautious)
CM2.A1	Give examples of past decisions that demonstrate your decision-making style.
CM2.R1	Evaluate the effectiveness of your decision-making style.
CM2.K2	Identify the steps in one model of decision-making.
CM2.A2	Demonstrate the use of a decision-making model.
CM2.R2	Assess what decision-making model(s) work best for you.
CM2.K3	Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
CM2.A3	Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.R3	Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
CM2.K4	Identify alternative options and potential consequences for a specific decision.
CM2.A4	Show how exploring options affected a decision you made.
CM2.R4	Assess how well you explore options when making decisions.
CM2.K5	Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.A5	Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.R5	Evaluate the effect of personal priorities, culture, beliefs, and work values in your decision-making.
CM2.K6	Describe how education, work, and family experiences might impact your decisions.

CM2.A6	Give specific examples of how your education, work, and family experiences have influenced your decisions.
CM2.R6	Assess the impact of your education, work, and family experiences on decisions.
CM2.K7	Describe how biases and stereotypes can limit decisions.
CM2.A7	Give specific examples of how biases and stereotypes affected your decisions.
CM2.R7	Analyze the ways you could manage biases and stereotypes when making decisions.
CM2.K8	Recognize that chance can play a role in decision-making.
CM2.A8	Give examples of times when chance played a role in your decision-making.
CM2.R8	Evaluate the impact of chance on past decisions.
CM2.K9	Recognize that decision-making often involves compromise.
CM2.A9	Give examples of compromises you might have to make in career decision-making.
CM2.R9	Analyze the effectiveness of your approach to making compromises.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K1	Describe the importance of career information to your career planning.
CM3.A1	Show how career information has been important in your plans and how it can be used in future plans.
CM3.R1	Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
CM3.K2	Recognize that career information includes occupations, education and training, employment, and economic information and that there is a range of career information resources available.
CM3.A2	Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
CM3.R2	Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.
CM3.K3	Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).
CM3.A3	Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.
CM3.R3	Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.
CM3.K4	Identify several ways to classify occupations.
CM3.A4	Give examples of how occupational classification systems can be used in career planning.
CM3.R4	Assess which occupational classification system is most helpful to your career planning.
CM3.K5	Identify occupations that you might consider without regard to your gender, race, culture, or ability.
CM3.A5	Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).
CM3.R5	Assess your openness to considering non-traditional occupations in your career management.
CM3.K6	Identify the advantages and disadvantages of being employed in a non-traditional occupation.
CM3.A6	Make decisions for yourself about being employed in a non-traditional occupation.
CM3.R6	Assess the impact of your decisions about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K1	Describe academic, occupational, and general employability skills.
CM4.A1	Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
CM4.R1	Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K2	Identify job seeking skills such as the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.A2	Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.R2	Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.K3	Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.A3	Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.R3	Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.K4	Recognize that many skills are transferable from one occupation to another.
CM4.A4	Show how your skills are transferable from one occupation to another
CM4.R4	Analyze the impact of your transferable skills on your career options.
CM4.K5	Recognize that your geographic mobility impacts on your employability..
CM4.A5	Make decisions for yourself regarding geographic mobility.
CM4.R5	Analyze the impact of your decisions about geographic mobility on your career goals.
CM4.K6	Identify the advantages and challenges of self-employment.
CM4.A6	Make decisions for yourself about self-employment.
CM4.R6	Assess the impact of your decision regarding self-employment on your career goals.
CM4.K7	Identify ways to be proactive in marketing yourself for a job.
CM4.A7	Demonstrate skills that show how you can market yourself in the workplace.
CM4.R7	Evaluate how well you have marketed yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K1	Identify societal needs that affect your career plans.
CM5.A1	Show how you are prepared to respond to changing societal needs in your career management.
CM5.R1	Evaluate the results of your career management relative to changing societal needs.
CM5.K2	Identify economic conditions that affect your career plans.
CM5.A2	Show how you are prepared to respond to changing economic conditions in your career management.
CM5.R2	Evaluate the results of your career management relative to changing economic conditions.
CM5.K3	Identify employment trends that affect your career plans.
CM5.A3	Show how you are prepared to respond to changing employment trends in your career management.
CM5.R3	Evaluate the results of your career management relative to changes in employment trends.

Know Yourself: Assessment

Goals:

The activities in this section are to develop knowledge/skills related to *Career Anchor* section “Know Yourself,” pages 3 through 7. See *National Career Development Guidelines* on pages A4-A6.

Computer-Assisted Career Development

The **Choices** program has five assessment tools: Interest Profiler, Basic Skills Survey, Transferable Work Content Skills Checklist, Work Importance Locator, and Career Area Interest Checklist. If you have a license for the Career Aptitude Survey it is also incorporated into the Choices program. Advantages of these tools are (1) students can use them on their own time if they have access to the program, (2) they are self-scoring, (3) students can print the results or store them in their sessions, and (4) they will indicate the occupations which most closely match the students’ responses.

In **Choices Planner** the “Career Finder” provides short assessments of interests and skills, which produce lists of careers appropriate to the results of the assessments.

Activities on the following pages

Discovering Your Skills: Brainstorming activity for individuals or small groups to identify transferable skills.

Skills Needed for Jobs: Activity in which students use an interview to gain insight into employability skills.

Skills in the Workplace: Activity in which students interview a working person to gain insight into employability skills.

What Are My Career Interests? Game-like activity in which participants can get an idea of their interests and classify them as “hands-on,” “people,” or “information.”

The Drill: A quiz-like activity in which participants can get some indication of their personalities and how they relate to career choices. Followed by a scoring guide.

Work Values Assessment (4 pp.): A simple exercise to help participants identify their work values. Followed by an interpretation guide and a glossary of terms used.

DISCOVERING YOUR SKILLS

(Brainstorming Activity)

We all have skills. Sometimes they are hard to find; sometimes they need to be developed. Skills are learned talents or capabilities. Activities from the workplace or other places that are used to get a task completed become acquired or learned skills. Often we take our skills for granted. The following exercise will assist you in discovering your skills.

- Step 1: Think about all the things you do each day: reading, writing, math, speaking, listening, sports, clubs, hobbies, chores, and part-time work. What skill did you use? Could it be transferred into the workplace?
- Step 2: Have you recently written an essay, letter to a friend or relative, given a presentation in a classroom? Written an oral presentation that required the skill of conveying information clearly? Is this skill used in the workplace? By whom?
- Step 3: Have you used a computer lately? To do what? What computer skills and knowledge have you acquired? Who uses computer skills at work?
- Step 4: How do you manage your time? Class work, homework, projects, and reports all require time management skills. Is this something you need to improve? How important is time management in the workplace?
- Step 5: State a problem you have had to conquer at work or school. What action did you take? What was the result? Skills take problems and turn them into results. What skills do you use in solving the problem?

SKILLS NEEDED FOR JOBS

Do you know that workers use the same skills on their jobs as you do in school each day?

Directions: Select someone you know to interview. Ask then the following questions concerning skills they use on their job:

1. What is your job title?
2. Do you have to read on your job? What kinds of things do you read?
Example:
3. Do you have to communicate in writing? What kind of writing do you do?
Example:
4. Do you have to communicate by speaking and listening?
Example:
5. Do you use mathematics in your job?
Example:
6. Does your company have customers or work with people in different counties, cities, states, or countries?
Example:
7. Do you make decisions?
Example:
8. Are you a problem solver?
Example:
9. What technology do you use to accomplish your job?
10. What machines do you operate on your job?
11. Do you teach others on your job?
Example:
12. Are you trained in other jobs at the same worksite?
Example:
13. Where have you learned the skills necessary for your job?

FOLLOW-UP ACTIVITY:

Combine the results of all students' interviews into a big list you can display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

SKILLS IN THE WORKPLACE

Directions: Ask an individual who is currently employed about the skills they use on their job. Check the skills they state are important in their occupation. Ask for one example of how they are used and fill in the blanks on the right.

BASIC SKILLS

- ☐ Reading
- ☐ Writing
- ☐ Arithmetic
- ☐ Speaking
- ☐ Listening

Person's Name _____
Occupation _____
Example _____

THINKING SKILLS

- ☐ Creative thinking
- ☐ Decision making
- ☐ Problem solving
- ☐ Knowing how to learn

Person's Name _____
Occupation _____
Example _____

PERSONAL QUALITIES

- ☐ Responsibility
- ☐ Social Skills
- ☐ Self management
- ☐ Integrity /Honesty

Person's Name _____
Occupation _____
Example _____

RESOURCES

- ☐ Manages time
- ☐ Manages money
- ☐ Manages materials/facilities
- ☐ Manages human resources

Person's Name _____
Occupation _____
Example _____

SYSTEMS AND TECHNOLOGY

- ☐ Understands systems
- ☐ Uses technology

Person's Name _____
Occupation _____
Example _____

INFORMATIONAL SKILLS

- ☐ Acquires & evaluates information
- ☐ Organizes & maintains information
- ☐ Interprets & communicates information

Person's Name _____
Occupation _____
Example _____

INTERPERSONAL SKILLS

- ☐ Participates as a member of a team
- ☐ Teaches others
- ☐ Serves clients / customers
- ☐ Exercises leadership
- ☐ Works with cultural diversity

Person's Name _____
Occupation _____
Example _____

What are My Career Interests?

Your likes and dislikes are extremely important in your career planning. They will supply you with ideas of what types of work will suit you best. The statements that follow will help you answer the question, "What do I like the best?" Circle the numbers before the lines that describe you best.

1. I'd rather make something than read a book.
2. I enjoy problem-solving games and working at puzzles.
3. I like helping other people when they need it.
4. I enjoy learning about new topics by reading about them.
5. I like working with my hands.
6. I like being the leader of a group of people.
7. I prefer to know all the facts before I tackle a problem.
8. I like to take care of other people.
9. I enjoy designing, inventing and creating things.
10. I enjoy expressing myself through art, music, or writing.
11. I would like a job where I could deal with people all day.
12. I like working with materials and equipment.
13. I enjoy learning new facts and ideas.
14. I find cooperating with others comes naturally to me.
15. I like finding out how things work by taking them apart.
16. I would choose working with things rather than working with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.

What numbers did you circle? Circle the same numbers in the three groups below.

1, 5, 9, 12, 15, 16, 18, 23 You're a hands-on person. You enjoy using tools and machines, making objects with your hands, maintaining and fixing equipment, and finding out how things work.

3, 6, 8, 11, 14, 17, 20, 22 You're a people person. You enjoy caring for and helping others, persuading people, working as part of a team, and leading and supervising others.

2, 4, 7, 10, 13, 19, 21, 24 You're an information person. You enjoy expressing yourself through writing, music, or art, doing experiments or researching, solving puzzles and problems, and studying and reading.

Which group has the most circles?

Now you know your primary and secondary areas of interest. You can find a better match between you and the world of work.

The Drill

So you want to find the work you love. Where do you begin? By getting to know yourself better--taking note of your personal interests, recognizing your talents, and acknowledging your quirks. The following quiz can help you get started. For each question, choose the answer that rings most true for you.

1. **You have an hour to kill. You choose to:**
 - a. Read a book
 - b. Join a game of pickup hockey on your street.
 - c. Call a friend and chat.
2. **At 9 a.m. on most mornings, you are:**
 - a. Still in bed
 - b. At the gym working out
 - c. At work
3. **At 11 p.m., you are:**
 - a. In bed
 - b. Settling down with a bowl of popcorn to watch a movie
 - c. At work
4. **Which of the following sets of sports activities most appeals to you?**
 - a. Swimming, skiing, track and field
 - b. Squash, tennis, wrestling
 - c. Ultimate Frisbee, basketball, hockey
5. **As a child playing make-believe, you often chose to be:**
 - a. A teacher
 - b. A mommy or daddy
 - c. A nurse, fireman, or police officer
6. **One of your favorite childhood games was:**
 - a. Jenga
 - b. Operation
 - c. Chutes and Ladders
7. **When you were 13, you wanted to be a:**
 - a. Rock star or actress
 - b. Doctor
 - c. Astronaut
8. **In high school, you:**
 - a. Act(ed) in the school play
 - b. Participat(ed) on the student council
 - c. Avoid(ed) involvement in clubs or teams.
9. **Your favorite subject was/is:**
 - a. World issues
 - b. English
 - c. Math
10. **To you, wearing a suit is:**
 - a. Motivating
 - b. Uncomfortable
 - c. Demoralizing (and unacceptable)

The Drill - Results

Scoring

Based on your choices, add up the total points, and find out which personality type best describes you.

1. a-2	b-0	c-1	6. a-2	b-1	c-0
2. a-2	b-0	c-1	7. a-0	b-1	c-2
3. a-1	b-2	c-0	8. a-0	b-1	c-2
4. a-2	b-1	c-0	9. a-0	b-2	c-1
5. a-1	b-s	c-0	10. a-0	b-1	c-1

Total Score: _____

Tally:

14 to 20 - Captain You are an outgoing person with strong interpersonal skills. You enjoy team activities and thrive when working with a group. You are charismatic and a natural leader who welcomes new challenges and is driven by an entrepreneurial spirit.

7 to 13 - Coach You have a strong work ethic and are well organized. You have strong communication skills, and are caring and supportive of others. Admired for your attention to detail and your sense of precision, you have a talent for problem solving. You hope to make a valuable contribution to society in your life.

0 to 6 - Free Agent You are independent and prefer personal challenges to team tasks. You have a creative side and like to work with your hands. You have strong personal convictions and an interest in social causes. You may have been called an idealist at some point in your life.

An important note: Keep in mind, this is not a precise diagnostic tool. It's a fun exercise that invites you to explore aspects of your personality you may not have considered, and to think about how your qualities and quirks might play into your career choices.

WORK VALUES ASSESSMENT

Directions: Check the items that best describe you.

- _____ 1. I wish I could help homeless people.
- _____ 2. I like doing different, not routine, kinds of things.
- _____ 3. it would be exciting to be famous.
- _____ 4. Family birthday parties are important.
- _____ 5. A high salary is more important than an interesting job.
- _____ 6. I always stick up for my brother/sister or someone younger than me.
- _____ 7. If my friend needed me, I would not worry about finishing my homework. I would help my friend.
- _____ 8. I would like to go to new places all over the world.
- _____ 9. it is important for me to try to do the right thing.
- _____ 10. I like winning in sports.
- _____ 11. I always want to have beautiful things around me.
- _____ 12. I tend to always tell the truth.
- _____ 13. It is important to me to be popular.
- _____ 14. I would like to help elderly people or children.
- _____ 15. I wish I could paint beautiful pictures.
- _____ 16. Having a lot of money would make me happy.
- _____ 17. People come to me for advice.
- _____ 18. I like the fact that I am a responsible person.
- _____ 19. If I had money, I would help other people.
- _____ 20. Even if my friend makes different decisions, I always do what is right for me.
- _____ 21. Independence is really important to me.
- _____ 22. I admire people who have expensive cars and houses.
- _____ 23. I tend to keep friendships for a long time.
- _____ 24. I judge people's self-worth by how much money they have.
- _____ 25. I would not be afraid to travel alone. I would even go around the world alone.
- _____ 26. I would like to succeed in my own business and not work for anyone else.
- _____ 27. I would like to associate with famous people.
- _____ 28. I like being a leader.
- _____ 29. I would like to be a famous writer because I like making up stories.
- _____ 30. I choose my clothes carefully, because colors affect how I look and feel.
- _____ 31. If I get bored, I quickly change what I am doing. I do something else.
- _____ 32. If someone were hurt, I would find help right away. I would never just watch or walk away.
- _____ 33. I would rather paint my own design than copy somebody else's.
- _____ 34. I would not feel good about myself if I cheated on a test, even if nobody else knew about it.

WORK VALUES ASSESSMENT INTERPRETATION

Directions: Circle the numbers you checked on the value choices worksheet.

Helping: You are very aware of the needs of others and want to do more to make the world a better place.
Occupations: _____
1 14 17 19 32

Adventure: Adventure is very important to you. You enjoy risk, new people, new things, and new places.
Occupations: _____
2 8 21 25 31

Success: You want to be well known or famous.
Occupations: _____
3 10 26 27 28

Relationships: You like people. Your family and friends are most important to you.
Occupations: _____
4 6 7 13 23

Money: You might choose a good salary over job satisfaction.
Occupations: _____
5 16 22 24

Honesty: You feel it is very important to be trustworthy and always honest.
Occupations: _____
9 12 18 20 34

Creativity: You like artistic things, such as music, art, and literature.
Occupations: _____
11 15 29 30 33

DESCRIPTIONS OF WORK VALUES

Helping

If you enjoy making others happy, you might be attracted to one of many positions in the service industry. You could be a recreation director, a youth worker, an activities director in a rehabilitation hospital, a psychologist, a physical therapist, or a sales person. The options in this area are unlimited.

Adventure

You will probably want to experience a certain degree of risk in your career. If you enjoy adventure, you will want a lot of variety and excitement in your job! Tour guides, flight attendants, police officers, and firefighters would fit this category.

Success (Power)

Not everyone who falls into this category is a famous movie star or musician. You may enjoy being a local radio or television personality. Often people who fall into this category find ways to be a star in their own work environment and community. Assuming leadership roles is a natural for you, and you enjoy change and seeing your goals accomplished. You may also want to start your own business in which you are the boss or be involved in politics.

Relationships (Family)

Working with others in a team environment will work well for you if relationships are your strong suit. Spending time with friends and family is important to you so you will want a job which allows for personal time. You may want to think of a job that allows flexibility in scheduling your work hours. You may enjoy a career in counseling, childcare, elder care, or public service. You probably would not be happy as a traveling sales representative, an airline pilot, or a data entry person who works alone.

Money (Wealth)

The amount you earn is a primary motivator when this is your highest scoring category. Often these careers require many years of education and hard work. They usually begin to pay off in middle age. Those fitting in this category need to especially think of how to balance interests while devoting time to education and further career development.

Honesty

You are the kind of employee who will focus on the laws and policies which govern society and the workplace. You may find yourself working for a nonprofit organization or other institutions where it is especially important to be honest, such as banking and finance. Other careers that fit into this category are those careers that help others examine their values such as careers in the clergy. Other examples of careers in this area include: parole officer, counselor, accountant, and tax auditor.

Creativity

Creativity is a skill that is used in many career fields. Decorating homes, designing buildings and landscapes, drawing, painting, and writing are all forms of creativity. Creativity is also required in jobs that involve problem solving and planning.

Be Informed

Goals:

The activities in this section are to develop knowledge/skills related to *Career Anchor* section “Be Informed,” pages 8 through 39. See *National Career Development* on pages A4-A6..

Computer-Assisted Career Development

The **Choices** programs have huge databases of occupations, post-secondary institutions, and sources of financial aid which are easily accessed and can be manipulated in several ways as needed. It provides a letter writer for requesting information from post-secondary institutions and assistance in preparing college applications, and other tools for planning postsecondary education and job hunting...

Activities on the following pages

Cartoon Careers is a fun activity in which participants match cartoon characters with their careers.

Job Market Quiz: Designed to sensitize individuals to career planning.

Why People Work: This brainstorming activity can be used to develop understanding of the relationship of the individual to family and the greater community.

Stranded On an Island Activity: This game-like activity can be used to develop an understanding of community and the need for many different occupations to make the community successful.

Bobilator is a classroom activity to develop an understanding of the importance of labor market information in making career choices.

Occupation Research: A guide for participants to use in exploring occupations of interest. Should also develop a familiarity with sources of information.

Choosing a College: A tool for participants to use in reviewing several colleges and developing a system for comparing them.

CARTOON CAREERS

Match the famous cartoon/comic strip characters on the left with their occupations on the right.



- 1 ____ George Jetson
- 2 ____ Fred Flintstone
- 3 ____ Lois Lane
- 4 ____ Ranger Smith
- 5 ____ Dick Tracy
- 6 ____ Dudley DoRight
- 7 ____ Homer Simpson
- 8 ____ Popeye
- 9 ____ Blondie
- 10 ____ Snoopy
- 11 ____ Mr. Spacely
- 12 ____ BamBam
- 13 ____ Sponge Bob
- 14 ____ Ziggy
- 15 ____ Beetle Bailey
- 16 ____ Charlie Brown's Father
- 17 ____ Peter Parker

- a Nuclear Technician
- b Royal Canadian Mountie
- c Auto Mechanic
- d Sailor
- e Waiter
- f Forest Ranger
- g Unemployed
- h Computer Operator
- I News Photographer
- j Detective
- k Soldier
- l Pilot
- m Barber
- n Heavy Equipment Operator
- o Caterer
- p Newspaper Reporter
- q Business Executive



Mississippi Career Resource Network
A Service of Mississippi Department of Employment Security
Increasing Employment in Mississippi

CARTOON CAREERS

ANSWERS

1	George Jetson	h	Computer Operator
2	Fred Flintstone	n	Heavy Equipment Operator
3	Lois Lane	p	Newspaper Reporter
4	Ranger Smith	f	Forest Ranger
5	Dick Tracy	j	Detective
6	Dudley DoRight	b	Royal Canadian Mountie
7	Homer Simpson	a	Nuclear Technician
8	Popeye	d	Sailor
9	Blondie	o	Caterer
10	Snoopy	l	Pilot
11	Mr. Spacely	q	Business Executive
12	BamBam	c	Unemployed
13	Sponge Bob	e	Waiter
14	Ziggy	g	Auto Mechanic
15	Beetle Bailey	k	Soldier
16	Charlie Brown's Father	m	Barber
17	Peter Parker	i	News Photographer

JOB MARKET QUIZ

Directions: Circle the correct answer to the following questions to determine how much you know about the job market.

- T F 1. By the year 2010, almost one third of all jobs will require a college degree.
- T F 2. Most people find their jobs in the classifieds.
- T F 3. There is only one right job for you and your abilities.
- T F 4. The best way to get a job is to wait until the right opportunity comes along.
- T F 5. Generally speaking, the more education you have, the more likely you are to find a job.
- T F 6. Most jobs in high-tech electronics and computer companies require an electrical engineering background.
- T F 7. Mailing resumes is the best way to contact a large number of employers.
- T F 8. Except for the income you get, your job has little influence on your way of life.
9. Which will probably describe the job opportunities in ten years?
- a. Most jobs will require four or more years of college.
 - b. There will be a greater number of jobs for unskilled workers.
 - c. There will be a greater number of jobs for those with technical skills required beyond high school.
10. Which is the best way to begin planning your career?
- a. Decide what you think is most important.
 - b. Look at what is available in the job market.
 - c. Take tests to find out what you should do.
 - d. All of the above.
11. If you cannot make up your mind about what occupation to go into, first you should:
- a. Try out as many jobs as you can.
 - b. Find out more about various occupations.
 - c. Try one and if you like it, stick with it.
 - d. Find out if they have any jobs in Rhode Island.

7-11 answers right – WOW! You've been doing some reading, but visit with your counselor.

3-7 answers right – OKAY. You're on your way, but visit with your counselor.

0-3 answers right – PROCEED directly to your guidance counselor's office.

You're waking up to the idea that education and training are pretty essential if you want a good job. The more you know, the more you can do. And the more you can do, the more you'll learn. And the more you learn...well, you get the idea by now.

There are lots of ways to build your skills. The first way is what you already should be doing – going to school and getting involved with things that interest you – in and out of class. The second step is figuring out what happens after high school.

JOB MARKET QUIZ - ANSWERS

The correct answers are in **BOLD** type.

- T** **F** 1. By the year 2010, almost one third of all jobs will require a college degree.
- T** **F** 2. Most people find their jobs in the classifieds.
- T** **F** 3. There is only one right job for you and your abilities.
- T** **F** 4. The best way to get a job is to wait until the right opportunity comes along.
- T** **F** 5. Generally speaking, the more education you have, the more likely you are to find a job.
- T** **F** 6. Most jobs in high-tech electronics and computer companies require an electrical engineering background.
- T** **F** 7. Mailing resumes is the best way to contact a large number of employers.
- T** **F** 8. Except for the income you get, your job has little influence on your way of life.
9. Which will probably describe the job opportunities in ten years?
- d. Most jobs will require four or more years of college.
 - e. There will be a greater number of jobs for unskilled workers.
 - f. There will be a greater number of jobs for those with technical skills required beyond high school.**
10. Which is the best way to begin planning your career?
- e. Decide what you think is most important.
 - f. Look at what is available in the job market.
 - g. Take tests to find out what you should do.
 - h. All of the above.**
11. If you cannot make up your mind about what occupation to go into, first you should:
- e. Try out as many jobs as you can.
 - f. Find out more about various occupations.**
 - g. Try one and if you like it, stick with it.
 - h. Find out if they have any jobs in Rhode Island.

7-11 answers right – WOW! You've been doing some reading, but visit with your counselor.

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You're waking up to the idea that education and training are pretty essential if you want a good job. The more you know, the more you can do. And the more you can do, the more you'll learn. And the more you learn...well, you get the idea by now.

There are lots of ways to build your skills. The first way is what you already should be doing – going to school and getting involved with things that interest you – in and out of class. The second step is figuring out what happens after high school.

WHY PEOPLE WORK - BRAINSTORMING

As a class, brainstorm as many reasons as you can think of why people work.

Group answers under the following eight categories on the chalkboard.

- | | |
|-------------------------|--------------|
| a. Livelihood | e. Service |
| b. Human Relationships | f. Security |
| c. Personal Development | g. Success |
| d. Job Satisfaction | h. Happiness |

Refer to the “Why People Work” information sheet.

Discuss the importance of each reason.

WHY PEOPLE WORK - DESCRIPTIONS

Livelihood

People work to provide themselves and their families with the basic essentials of life – food, clothing, and shelter. Once these basic essentials are met, other needs and wants become important.

Human Relationships

People basically like companionship. People seek companionship with persons who have interests similar to their own. Working is a means of associating with people who have similar interests. Being part of a group gives people a feeling of belonging. Your work can provide companionship and associations with others.

Personal Development

Work can provide an opportunity to learn and grow intellectually and socially. It is a means of attaining new goals in life by developing new skills and learning new things. Work allows people to reach their fullest potential. Your work can help you grow and reach your potential.

Service

Service may be defined as the things a person does which are beneficial or useful to others. People like to make quality products, provide useful services and, in general, make a contribution to society. In addition, people like to feel that the work they do is important and of value to others. Your work can be a service to others.

Security

People look for security in their occupations. We need to know that when tomorrow comes, there will be work for us so that money can be earned. People want stability in their life in order to make realistic and effective plans for the future. Your work can provide you with this security.

Success

All ambitious young people are interested in securing an entry-level job that offers an opportunity for advancement. Employers are interested in employing persons who like a challenge and who want to be successful in life. Your work can give you success.

Happiness

Last, but not least, an important reason why people work is happiness. Thomas Edison, the great inventor, was once encouraged by his wife to take a vacation. He responded by stating that he “couldn’t think of anything he would rather do than work in his laboratory.” Most people who choose their occupations wisely thoroughly enjoy their work. This contributes to their overall happiness.

STRANDED ON AN ISLAND ACTIVITY

Staff script:

You and your group of members are stranded on an island. You have no communication with the outside world and nobody knows you're there. Please spend the next five minutes determining the ten most important occupations needed to make your island function as a community. Record your choices on the "Stranded on an Island" activity sheet. In five minutes I will ask the reporter to share your group's occupational names with the rest of the group.

For discussion:

- Note that each group came up with different occupations.
- What does this tell us? This also is proof that each of you has different interests, abilities, and training. These will help you in deciding which Career Cluster you will be a part of (see the "Be Informed About Occupations" section of the *Career Anchor*).

Provided by: Grand Forks (ND) Consortium

STRANDED ON AN ISLAND

1.
2.
3.
4.



5.
6.
7.
8.
9.
10.

Bobilator

Goal: This program was designed to help students understand the importance of labor market information as they go about selecting occupations.

Directions:

Bobilator is best if transparencies are prepared for use on an overhead projector. It may also be photocopied and used as a series of handouts, but this is somewhat more difficult to manage.

Display the first page (list of occupations with imaginary names). Explain that this is a list of occupations, and instruct students to select a desirable occupation from the list and write its name.

Display the second page (adds industry). Explain that this page adds one bit of information. Based on this, students may want to make a new choice. Write the new choice under the previous choice, even if it is the same.

Display the third page (adds average hourly wage). Be sure that students understand that this is an average, and that beginning workers may make much less and experienced workers much more. Based on the new information, instruct students to make a new choice and add it to their list, even if it is the same. The list should now have three choices.

Display the fourth page (adds number of annual openings projected through 2012). Explain that this is a projection prepared by statisticians. Repeat the previous step. The list should now have four choices.

Display the fifth page (adds indoor or outdoor as a part of working conditions). Repeat the previous step. The list should now have five choices.

Display the sixth and last page (adds the real name of the occupation). Explain that, except for the name in the left column, this is real information, and that much more information is available in Choices, the Internet, and books. The information in Bobilator is not enough to make a serious decision, but is only used to illustrate the importance of information in making decisions.

Discuss the process. Ask how many students changed their choice once? Twice? More than twice? Why were these changes made? What does it tell about what each student is looking for in an occupation? Is there a “right” choice, or would we expect different people to make different choices?

Bobilator

Gastronomist

Extracator

Arbolotist

Husher

Wrencher

Knowleologist

Encodologist

Imagizer

Haulassister

Industry

Bobilator	Personal Svc.
Gastronomist	Hospitality
Extracator	Health Svc.
Arbolotist	Environment
Husher	Education
Wrencher	Construction
Knowleologist	Education
Encodologist	Info. Tech.
Imagizer	Arts
Haulassister	Transportation

	<u>Industry</u>	<u>Avg. Hr Wage¹</u>
Bobilator	Personal Svc.	\$11.32
Gastronomist	Hospitality	\$11.15
Extracator	Health Svc.	\$70.55
Arbolotist	Environment	\$25.33
Husher	Education	\$13.74
Wrencher	Construction	\$21.70
Knowleologist	Education	\$25.39
Encodologist	Info. Tech.	\$29.53
Imagizer	Arts	\$26.31 ³
Haulassister	Transportation	\$17.66

¹ R.I. Dept. of Labor and Training, May, 2005

³ US data; RI not available

	<u>Industry</u>	<u>Avg. Hr Wage¹</u>	<u>Openings per year²</u>
Bobilator	Personal Svc.	\$11.32	98
Gastronomist	Hospitality	\$11.15	157
Extracator	Health Svc.	\$70.55	11
Arbolotist	Environment	\$25.33	1
Husher	Education	\$13.74	28
Wrencher	Construction	\$21.70	88
Knowleologist	Education	\$25.39	29
Encodologist	Info. Tech.	\$29.53	72
Imagizer	Arts	\$26.31 ³	n/a
Haulassister	Transportation	\$17.66	133

¹ R.I. Dept. of Labor and Training, May, 2005

² R.I. Dept. of Labor and Training, projected annual openings through 2012

³ US data; RI not available

	<u>Industry</u>	<u>Avg. Hr Wage¹</u>	<u>Openings per year²</u>	<u>Indoor/ Outdoor</u>
Bobilator	Personal Svc.	\$11.32	98	indoor
Gastronomist	Hospitality	\$11.15	157	indoor
Extracator	Health Svc.	\$70.55	11	indoor
Arbolotist	Environment	\$25.33	1	outdoor
Husher	Education	\$13.74	28	indoor
Wrencher	Construction	\$21.70	88	in & out
Knowleologist	Education	\$25.39	29	indoor
Encodologist	Info. Tech.	\$29.53	72	indoor
Imagizer	Arts	\$26.31 ³	n/a	indoor
Haulassister	Transportation	\$17.66	133	outdoor

1 R.I. Dept. of Labor and Training, May, 2005

2 R.I. Dept. of Labor and Training, projected annual openings through 2012

3 US data; RI not available

	<u>Industry</u>	<u>Avg. Hr Wage¹</u>	<u>Openings per year²</u>	<u>Indoor/ Outdoor</u>	<u>Occupation</u>
Bobilator	Personal Svc.	\$11.32	98	indoor	Hair Stylist
Gastronomist	Hospitality	\$11.15	157	indoor	Restaurant Cook
Extracator	Health Svc.	\$70.55	11	indoor	Dentist
Arbolotist	Environment	\$25.33	1	outdoor	Forester
Husher	Education	\$13.74	28	indoor	Library Tech.
Wrencher	Construction	\$21.70	88	in & out	Plumber
Knowleologist	Education	\$25.39	29	indoor	Librarian
Encodologist	Info. Tech.	\$29.53	72	indoor	Computer Programmer
Imagizer	Arts	\$26.31 ³	n/a	indoor	Film/Video Editor
Haulassister	Transportation	\$17.66	133	outdoor	Truck Driver, Heavy

¹ R.I. Dept. of Labor and Training, May, 2005

² R.I. Dept. of Labor and Training, projected annual openings through 2012

³ US data; RI not available

CAREER ALPHABET

Write the name of at least one occupation that starts with each of the following letters (i.e. A= astronaut). If you get stuck for answers, check the list of careers in the *Career Anchor*, or go online.

A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____
E	_____	_____	_____
F	_____	_____	_____
G	_____	_____	_____
H	_____	_____	_____
I	_____	_____	_____
J	_____	_____	_____
K	_____	_____	_____
L	_____	_____	_____
M	_____	_____	_____
N	_____	_____	_____
O	_____	_____	_____
P	_____	_____	_____
Q	_____	_____	_____
R	_____	_____	_____
S	_____	_____	_____
T	_____	_____	_____
U	_____	_____	_____
V	_____	_____	_____
W	_____	_____	_____
X	_____	_____	_____
Y	_____	_____	_____
Z	_____	_____	_____

Circle 3 occupations that reflect your interests and that you would like to learn more about.

OCCUPATION RESEARCH

Directions: Use the information in the *Career Anchor* and additional resources to answer the questions about an occupation of interest to you.

Title of Occupation: _____

1. Description of occupation including main duties and responsibilities.

2. What are the education and training requirements for the occupation?

3. List other required qualifications, such as licensing, certifications, etc.

4. What is the average wage or salary for this occupation?

5. What is the employment outlook for this occupation?

6. List the places where people in this occupation may work.

7. What are the opportunities for advancement?

8. List other occupations that are similar or related.

9. Is this occupation available in your area? List companies, businesses, or places of employment in your area in which this occupation is located.

10. What school subjects or courses would help you prepare for this occupation?

11. Does this occupation deal mainly with people, data, things, or ideas?

12. Do you think you have the aptitude (potential ability) for this occupation?

13. This occupation interests me because:

14. List three (3) resources (books, publications, magazines, computerized information, etc.) used for this research.

15. List the name and title of the person(s) that may have helped you locate this information.

16. List name of person(s) you know (or know of) who are in this occupation.

CHOOSING A COLLEGE

I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice.
Resources which may help you are:

- | | |
|--|---|
| 1. College Catalogs | 6. Lovejoy's College Guide |
| 2. Computerized-Choice, eChoices or check Online | 7. Barron's Profiles of American Colleges |
| 3. Chronical Guidance | 8. Barron's Guide to Two-Year Colleges |
| 4. Peterson's Guide to Four-Year Colleges | 9. Patterson's Schools Classifieds |
| 5. The College Handbook | 10. Barron's Guide to the Most Prestigious Colleges |

Other Resources:

- | | |
|-------------------------------|------------------------------|
| College Guides and Maps | Trade School Directories |
| Occupational Outlook Handbook | Encyclopedia of Careers |
| Financial Aid Forms | Summer Educational Programs |
| Armed Forces Brochure | Current Job Openings |
| Career Descriptions | Admissions Test Applications |

II. Weigh the Differences

- ___ 1. Location and setting: distance from home; city, small-town, or country setting
- ___ 2. Type and size of college: co-ed, men's, women's, university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities
- ___ 3. Comprehensive cost: tuition, room and board, extra fees, books, travel expenses, spending money, special clothing
- ___ 4. Financial aid: honor scholarships, grants-in-aid, loans, alternative work/study programs, campus job
- ___ 5. Special curricula: engineering, political science, computers, music, education, marine biology, business, etc.
- ___ 6. Admissions requirements: required subjects, test scores, grade point average, class rank, residency, special talents
- ___ 7. Kind of students who attend: habits, interests, goals, ethnic and religious background
- ___ 8. Campus life: cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings

College	Location/ Setting	Type & Size	Cost, Financial Aid	Special Curricula	Tests/ GPA required	Subjects Required	(-) (+) Environmen t

II. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

What am I able to do?

What do I want out of life?

What do I need in the way of training?

NARROW your choices to 7-10 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual postsecondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

VISIT colleges (with your parents) during the summer months or preferably in the fall of your senior year to gather first-hand information. Call for appointments ahead of time.

EVALUATE the institution as a place where you might eat, sleep, and study for the next two – four years. Tour the facilities, and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

Make a Plan

Goals:

The activities in this section are to develop knowledge/skills related to *Career Anchor* section “Make a Plan,” page 40. See *National Career Development Guidelines* on page A4-A6.

Computer-Assisted Career Development

Choices has an excellent Portfolio Planner section which can be used on the computer for individuals to develop their career plan. If computers are not available or convenient, consider printing out one of more of the Worksheets in this section and using them as handouts. Worksheets appropriate for this section include “High School Course Plan,” “Document Your Skills”, and “Salary Worksheet.”

Choices Planner and **Choices Explorer** have similar resources.

Activities on the following pages

The High Five: Page from the *Career Anchor* may be used as the basis for small group discussions of what these five principles mean, and how they can be applied in a practical way.

My Fantasy Future: Participants project their thoughts to a time (ten years?) in the future and imagine what their lives will be like.

Career Action Plan Worksheet: A system for organizing a career action plan, including goals, what must be done to reach the goals, and how is it to be done.

Your Plan for Your Future: An assessment and planning tool, including a high school class plan. One part of this activity is an interest inventory, which provides results in Holland codes. For a list of occupations which match each of the Holland codes, download the O*NET Occupations Master List from www.onetcenter.org/dl_files/IP_zips/IP-ML-deskp.pdf.

THE HIGH FIVE

The High Five basic principles, from the Real Game Series, provide an overview of some of the most important guidelines for career management. “Those who master career management skills and follow the High Five principles are more likely to find satisfying and fulfilling work in the knowledge economy, and prosper.”**

Change is Constant

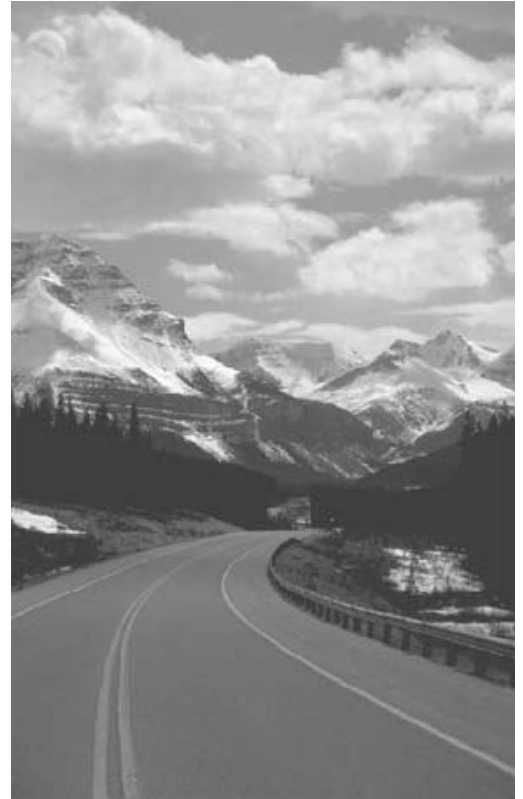
We change constantly and so does the world around us - including the working world. Because a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry into the future.

Learning is Ongoing

Graduating from high school or college doesn't mean that your education is complete. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

Focus on the Journey

Traveling through life is like traveling down a road; having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey with all its pitfalls, sidetracks, opportunities, and highways to new destinations.



Follow Your Heart

Dreaming about your future can help you understand what you really want in life. Knowing what you want and keeping it in your mind can give you the motivation you need to deal with life's challenges. Never be afraid to dream.

Access Your Allies

The journey of life is not taken alone. Friends, family, teachers, neighbors - any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.

* from The Real Game Series™, www.realgame.org

** Jarvis, Phillip S. “Career Management Paradigm Shift,” 2003.

MY FANTASY FUTURE

Think about your life in the future (ten years from now?). What will your fantasy day be like?.

1. What time do you get up in the morning? _____
2. What kind of clothing do you put on? _____
3. Are you married? _____ Number of children? _____
4. What do you have for breakfast? _____
5. Where do you live?

_____ House _____ Condominium _____ Apartment _____ Other

_____ City _____ Country _____ Suburbs _____ Other

Briefly describe your fantasy home. _____

6. What time do you begin work? _____
7. How do you get to work? _____
If in a car, what kind? _____
8. Whom do you work for? _____
9. What is your job? _____
10. What do you enjoy about your job? _____
11. What do you enjoy most about your day? _____
12. Where do you have lunch? _____
13. How much is your monthly paycheck? _____
14. What do you have for dinner? _____
15. What do you do on Friday night? _____
16. What do you do on Saturday? _____
17. What do you do for leisure, fun, and exercise? _____

Career Action Plan Worksheet

Check Your Goal or Goals Below	What do I have to support my Goal(s)?	What do I need to reach my Goal(s)?	How am I going to get what I need to reach my Goal(s)?	Short Term or Long Term Goal(s)?
EDUCATION				
<input type="checkbox"/> GED Preparation				
<input type="checkbox"/> High School Completion				
<input type="checkbox"/> Post-Secondary Training				
<input type="checkbox"/> Military				
<input type="checkbox"/> Other				
	What do I have to support my Goal(s)?	What do I need to reach my Goal(s)?	How am I going to get what I need to reach my Goal(s)?	Short Term or Long Term Goal(s)?
WORK				
<input type="checkbox"/> Full-time				
<input type="checkbox"/> Part-time				
<input type="checkbox"/> Self-employment/ Entrepreneurship				
<input type="checkbox"/> Military				
<input type="checkbox"/> Other				

Your Plan for Your Future

You make the choices
For your own future

You have the power to make your future happen. Becoming an adult means having the ability to take charge of your own life.

By being prepared for making choices for your future.

Whatever happens to you in your life, always try to be prepared. Making the right decisions about your life will help you make a great future happen.

To be prepared for your future you should:

- * Discover who you are and what you want
- * Research different options
- * Make a plan for your future

The following exercises will help you think about your future. There are many options and many ways you can go. It's up to you!

1. Who are you?

What classes do you enjoy? What do you like to do in your spare time?

What books do you like to read? What movies do you like to watch? When you are on the Internet, what do you look up? What do you think about? What are you good at—math, science, building things, cooking, telling stories, art . . . ?

Write down 10 things you are good at and that you like to do right now:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Now, cross anything on the list above that you think you would not like to do 10 years from now.

Sometimes, other people can help us understand who we are. Ask a friend, a teacher, and a family member to name some activities they think you are good at doing.

My friend thinks I am good at:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

My family member thinks I am good at:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

My teacher thinks I am good at:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

2. What values are important to you?

There are things you like to do and there are things you value. You might enjoy rollerblading or drawing. But you might value things like traveling or making a lot of money. In the space below, write three things that you value now; then write three things you think you might value when you are an adult. Examples: Family, the outdoors, health, helping others, living in different areas of the country, meeting all kinds of people, marriage, home, adventure, art, spirituality, working in the community, or education.

Things I value now:

1. _____
2. _____
3. _____

Things I might value as an adult:

1. _____
2. _____
3. _____

3. What do you like to do?

One way to explore career options is to take an assessment — a tool to help explore something about yourself, in this case, your interests. Read each statement below. Check the box if you agree. There are no wrong answers.

I like to:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ...do puzzles | <input type="checkbox"/> | | | | |
| ...work on cars | <input type="checkbox"/> | | | | |
| ...work independently | | <input type="checkbox"/> | | | |
| ...work in teams | | | <input type="checkbox"/> | | |
| ...organize things like files, offices or activities | | | | <input type="checkbox"/> | |
| ...set goals for myself | | | | <input type="checkbox"/> | |
| ...have clear instructions to follow | | | | | <input type="checkbox"/> |
| ...influence or persuade people | | | | <input type="checkbox"/> | |
| ...do experiments or science projects | | <input type="checkbox"/> | | | |
| ...teach or train people | | | <input type="checkbox"/> | | |
| ...help people solve their problems | | | <input type="checkbox"/> | | |
| ...take care of animals | <input type="checkbox"/> | | | | |
| ...have my day structured | | | | | <input type="checkbox"/> |
| ...do creative writing | | | <input type="checkbox"/> | | |
| ...take on new responsibilities | | | | <input type="checkbox"/> | |
| ...figure out how things work | | <input type="checkbox"/> | | | |
| ...put things together or assemble models | | <input type="checkbox"/> | | | |
| ...do filing or typing | | | | | <input type="checkbox"/> |
| ...learn about other cultures | | | <input type="checkbox"/> | | |
| ...analyze things like problems, situations, or trends | | <input type="checkbox"/> | | | |
| ...play instruments or sing | | | <input type="checkbox"/> | | |
| ...dream about starting my own business | | | | <input type="checkbox"/> | |
| ...act in plays | | | <input type="checkbox"/> | | |
| ...think things through before making decisions | <input type="checkbox"/> | | | | |
| ...work with numbers or charts | | <input type="checkbox"/> | | | |
| ...work outdoors | <input type="checkbox"/> | | | | |
| ...work in an office | | | | | <input type="checkbox"/> |
| ...help people | | | <input type="checkbox"/> | | |
| ...draw | | | <input type="checkbox"/> | | |
| ...give speeches | | | | <input type="checkbox"/> | |

Count the marked boxes in each column, enter on lines
(Continue on next page)

 R I A S E C

For each column on the previous page, add the number of boxes you checked and record the number below:

_____ R = Realistic
_____ I = Investigative

_____ S = Social
_____ A = Artistic

_____ E = Enterprising
_____ C = Conventional

Record the three letters with the highest scores (highest first): _____

This is your "Interest Profile." Take a minute to read the descriptions for the codes in your interest profile.

Realistic people are often good at mechanical or athletic jobs. They like to work with things, like machines, tools, or plants, and they like to work with their hands. They are often practical and good at solving problems.

Investigative people like to watch, learn, analyze and solve problems. They often like to work independently, tend to be good at math and science, and enjoy analyzing data.

Artistic people like to work in unstructured situations where they can use their creativity and come up with new ideas. They enjoy performing (theater or music) and visual arts.

Social people like to work directly with people rather than things. They enjoy training, instructing, counseling, or curing others. They are often good public speakers with helpful, empathetic personalities.

Enterprising people like to work with other people. They particularly enjoy influencing, persuading and performing. They like to lead and tend to be assertive and enthusiastic.

Conventional people are very detail oriented and like to work with data. They have good organizational and numerical abilities, are good at following instructions, and like working in structured situations.

4. In what direction will you go?

What kinds of career paths could your interests lead to? What kinds of jobs/occupations fit with your values and talents?

Using the *Career Anchor*, the *Choices* computer program, www.cdmcareerzone.com, <http://online.onetcenter.org>, or another source, find some occupations that relate to your interests, your values, and your talents. Choose two and write why you might enjoy the occupation, how much money the average person in that occupation makes, and what the outlook (growth and number of jobs open) for that occupation is in Rhode Island.

Example:

Occupation #1: Cook, Restaurant or Fast Food

Why I might enjoy it: I like to cook. I like helping people. I like being creative.

Average salary: \$11.00/hr. (\$22,880/yr.) (half of RI cooks earn more than this, half earn less)

How available are the jobs?: Good, but advancement options are limited.

Occupation #1: _____

Why I might enjoy it: _____

Average salary: _____

How available are the jobs?: _____

Occupation #2: _____

Why I might enjoy it: _____

Average salary: _____

How available are the jobs?: _____

High School Class Plan

You have a great start on your future! You have a better idea of what your interests are and what occupations you might like. Now, think about what kinds of classes you need to take in high school to build your knowledge and skills for those occupations.

	9 th grade	10 th grade	11 th grade	12 th grade
Communication & English				
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____				
Mathematics				
Elementary Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science				
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies				
American History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government/Civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Languages				
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Education				
Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business/Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer/Homemaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distribution/Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial/Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manufacturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts				
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other				
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Who will help you?

You don't have to go down these paths alone. You can ask people you know or even call people you don't know who work in these occupations and ask them questions. In the space below write four different people of places where you can get information on the occupation you have chosen. See page 42 in the Career Anchor for more information.

Examples of people to call: Consider people or places for financial aid, admissions, tutoring, volunteering, scholarships, or extra-curricular activities. Or consider people who work in the occupation you have chosen, people in your community, mentors, or teachers.

Example:

Name: Jane Doe

Job Title: Counselor at Northwest Technical College

Phone number: (877) 733-5682

I could call the following people to ask them questions about a career plan or school option:

Name: _____

Job Title: _____

Phone number: _____

Name: _____

Job Title: _____

Phone number: _____

Name: _____

Job Title: _____

Phone number: _____

Name: _____

Job Title: _____

Phone number: _____

7. What can you do now?

Here are six suggestions for activities you can do today to get you prepared for your future. Do three of these activities, write your answers on a separate sheet of paper, and check the box after you've accomplished it.

- ☐ Ask your school counselor or a teacher for the best advice he or she has been given about preparing for the future.
- ☐ Call a person in one of the career fields you've chosen and ask that person the best and hardest part of his or her job.
- ☐ Call a professor or instructor and ask that person what you need to do in high school to prepare for your higher education at that school.
- ☐ Using the resources on page 55 of the *Career Anchor* or in the *Choices* computer program, look up two scholarships that match your chosen paths and write them down. Include phone numbers.
- ☐ Identify two people in Rhode Island who are experts in the paths that you have chosen.
- ☐ Call a financial aid administrator at one of the schools you are interested in and ask that person what you and your parents can do now to help you get ready financially for your higher education.

Put the Plan in Action

Goals:

The activities in this section are to develop knowledge/skills related to *Career Anchor* section “Put Your Plan Into Action,” pages 41 through 54. See *National Career Development Guidelines* on page A4-A6.

Computer-Assisted Career Development

Choices has an excellent Portfolio Planner section which can be used on the computer for individuals to develop their career plan. If computers are not available or convenient, consider printing out one of more of the Worksheets in this section and using them as handouts. Worksheets appropriate for this section include “High School Course Plan,” “Document Your Skills”, and “Salary Worksheet.”

Choices Planner and **Choices Explorer** have similar resources.

Activities on the following pages

Career Decision Making Quiz: This exercise will help participants evaluate occupations which interest them. Doing the necessary research will acquaint participants with available resources.

Networking Worksheet: A worksheet from Choices to assist in developing a network..

Resume Quiz: An activity to introduce the characteristics of an effective resume. Answers should be “T” for questions 2, 4, 5, 6, and 8, and “F” for all others.

Research a Company/Business: The well prepared job applicant will be familiar with an employer before submitting a job application. This form provides some structure for gathering useful information.

Application for Employment: A typical application form. After a review of suggestions on how to fill out an application form, each participant fills out the form, using fictitious data when appropriate. In small groups, critique each other’s forms, using knowledge of what is proper and effective.

Job Interviews: An outline of an informational interview to be used with someone who is working.

Interview Checklist: A tool for use in preparing for an interview. It can be used to identify weaknesses which need more preparation.

Interview Questions: Typical questions often asked job applicants. Can be used to help participants prepare for interview situations. Could be followed by interview role playing.

Make a Budget: A worksheet to develop an understanding of personal budgeting. (If participants have engaged in a *Real Game* activity, they may have already done a much more comprehensive personal budget activity.)

Moving Out: A planning tool to introduce the reality of living on one’s income.

CAREER-PLANNING CHECKLIST

Directions: Check the things you finished in your career-planning process.

Have you:

- _____ Taken an interest inventory?
- _____ Taken an aptitude or abilities test?
- _____ Used a computerized information system?
- _____ Used or checked on books on careers from your school?
- _____ Interviewed someone in a n occupation of interest to you?
- _____ Attended a Career Fair or Career Day in your school or community?
- _____ Talked to college admissions representatives?
- _____ Talked to military recruiters?
- _____ Looked at college catalogues?
- _____ Reviewed career and college plans with your parents?
- _____ Completed a career shadowing program?
- _____ Discussed your career or college plans with a school counselor or advisor?
- _____ Prepared a resume?
- _____ Visited schools you are interested in attending?

Look at your list. What things do you still need to accomplish?

MnCareers 2004 Facilitator Guide

Adapted from

Career Choices in North Carolina, 2002 School User's Guide

[State Occupational Information Coordinating Committee]

NETWORKING WORKSHEET

Networking is an important job search tool, allowing you to organize a whole "team" of people who can alert you to possible job openings. The first step is to list at least twenty people you could call to see if they know of any job openings. Remember, these are people who are anxious to help you, so there's no need to be shy about it!

Family	Others
Husband/Wife:	Neighbor(s):
Parents:	Doctor:
Brother(s):	Religious Leader(s):
Sister(s):	Teacher(s):
In-laws:	Classmate(s):
Cousin(s):	Co-worker(s):
Aunt(s):	Club Member(s):
Uncle(s):	Professional Associations:
Friends:	

The phone is the easiest and quickest way to make your contacts, but you may prefer to write letters or e-mail.

- * Tell your contacts the type of position in which you have interest.
- * Briefly outline the skills you have to offer.
- * Ask your contacts to get back with you regarding the job openings they hear about.
- * Ask your contacts to tell others about your job interests.
- * Check back with your contacts on a regular basis.

CARRER DECISION MAKING QUIZ

1. List three occupations or jobs you have considered. (1st choice) _____
(2nd choice) _____ (3rd choice) _____
2. What is it about these occupations or jobs that appeal to you? _____

3. Are you aware of any drawbacks concerning the occupations or jobs in which you are interested? If you are, list some drawbacks. _____

4. Describe how the occupations or jobs you have chosen match up with your abilities and interests. _____

5. What courses have you taken, or will you take, in high school that will help you prepare for the occupations or jobs you have chosen? _____

6. How do the occupations or jobs you have chosen rate in the following areas? Check one for each criterion.

a. Salary/Wages:
_____ Above Average _____ Average _____ Below Average

b. Opportunity for Advancement:
_____ Above Average _____ Average _____ Below Average

c. Number of Jobs Available:

_____ Above Average _____ Average _____ Below Average

d. Occupation or Job Satisfaction Other Than in Terms of Money:

_____ Above Average _____ Average _____ Below Average

e. Status:

_____ Above Average _____ Average _____ Below Average

7. Do you think you would be happy with the occupation or job you have chosen throughout your working lifetime? Explain why or why not. _____

8. When do you plan to start at the occupation or job that you have chosen?

_____ Immediately after high school _____ After one or two years of college
_____ After four years of college _____ After more than four years of college
_____ Other (please describe) _____

9. In which area would you prefer to live and work?

_____ Metropolitan (Large City) _____ Rural
_____ Small City _____ Doesn't Matter

10. How well prepared are you at this time to make a career decision?

_____ Well Prepared _____ Not Very Prepared
_____ Adequately Prepared _____ Totally Prepared

RESUME QUIZ

	True	False
1. The number one rule for writing a good resume is: More is Better.	_____	_____
2. The best resume has a lot of “white space” to make it easier to read.	_____	_____
3. Regardless of your age, the work history component of your resume should list all jobs going back to high school.	_____	_____
4. A career objective at the beginning of your resume is optional.	_____	_____
5. Your resume should not be longer than two pages.	_____	_____
6. A good resume is flexible enough to cover various job options within your professional field of interest.	_____	_____
7. A good resume paints a clear picture of you, including your height, weight, race, age, gender, marital status, and number of children.	_____	_____
8. Employers like to see that you are interested in things other than just your job, so include volunteer work, continued education, and association involvements.	_____	_____
9. All resumes should contain the complete names, addresses, and telephone numbers of references.	_____	_____
10. To help your resume stand out from the hundred an employer may receive, you should make it as unusual as possible by using a bright color paper or including a picture of yourself.	_____	_____
11. It is a good idea to ask your close friends to read your resume and help you improve it.	_____	_____
12. If you send your resume to an employer in response to a newspaper ad, you don’t need to send a cover letter with it.	_____	_____
13. A cover letter is primarily intended to repeat the most important points of your resume.	_____	_____
14. It may take a lot of hard work, but it’s possible to write a resume good enough to secure the job you want.	_____	_____
15. It is always better to spend the money to have a professional resume writing service write your resume.	_____	_____

RESEARCH A COMPANY / BUSINESS

Directions: Use the format below to record information about a company or business in which you are interested.

1. Company Name:
2. What does the firm do?
3. How did the business get started and when?
4. How many employees does the company have?
5. What are its products or services?
6. What are the entry-level positions in your career field?
7. What is the starting salary for these full-time and entry-level positions?
8. What are the chances for advancement within the department? The company?
9. What benefits does the company offer?
10. Name of owner, manager, and/or personnel representative?
11. Any other information you have required:

Job Application

Sample Application for Employment

Date _____

PERSONAL INFORMATION:

Name _____
Last First Middle
Address _____
Street City State Zip
Telephone Number () _____ Are you over 17 years of age? ☐ Yes ☐ No

POSITION WANTED:

Job Title _____ Date Available _____ Salary Desired _____
Check any that apply: ☐ Full Time ☐ Part Time ☐ Day Shift ☐ Night Shift

EDUCATION:

Begin with high school; include any military school you may have attended:

NAME OF SCHOOL	LOCATION OF SCHOOL	DEGREE OR COURSE OF STUDY
_____	_____	_____
_____	_____	_____

List any Academic Honors or Professional Associations: _____

WORK EXPERIENCE:

List last three employers. Start with the current or most recent.

Name and Address of Employer _____			
Dates Worked _____	Pay _____	Reason for leaving _____	
Job Title _____ Job Description _____			
Name and Address of Employer _____			
Dates Worked _____	Pay _____	Reason for leaving _____	
Job Title _____ Job Description _____			
Name and Address of Employer _____			
Dates Worked _____	Pay _____	Reason for leaving _____	
Job Title _____ Job Description _____			
Computer Skills (describe) _____		Typing Speed _____ wpm	
(If applicable)		(If applicable)	

Do you have any physical condition or handicap that may limit your ability to perform the job applied for? ☐ Yes ☐ No
If yes, what can be done to accommodate your limitation? _____

Have you ever been convicted of a felony? ☐ Yes ☐ No If yes, give kind and date.
A conviction will not necessarily disqualify you from employment.

Are you legally entitled to work in the U.S.? ☐ Yes ☐ No Can you provide proof of citizenship after employment? ☐ Yes ☐ No

Are you a Veteran? ☐ Yes ☐ No If yes, give dates: _____ Vietnam Era Veteran? ☐ Yes ☐ No

List the name of three references whom we may contact who have knowledge of your skills, talents or technical knowledge:

(1)	(2)	(3)
Name and Relationship _____ (Supervisor, Teacher, etc.)	_____	_____
Address _____	_____	_____
Telephone Number with Area Code _____	_____	_____

I certify, by my signature below, that any false or omitted important facts in my answers on this application may be cause for dismissal.

Applicant's Signature _____ Date _____

JOB INTERVIEWS

Directions: Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interest and concerns.

1. How long have you worked in this occupation?
2. What other occupations have you worked in previously?
3. Do you primarily work with people, data, things, or ideas?
4. What do you like most about your job?
5. How did you get started in this line of work?
6. What personal qualities do you feel are needed to succeed in this line of work?
7. What type of training is needed for this occupation today?
8. What changes have you seen occur in your occupation?
9. What are the most frequently recurring problems on your job?
10. Do you have any other long-term career goals?

INTERVIEW CHECKLIST

YES

NO

- | | | |
|-------|-------|--|
| _____ | _____ | 1. I can list five things about myself that makes me a good candidate for this job. |
| _____ | _____ | 2. I can discuss in detail each item on my resume or job application. |
| _____ | _____ | 3. I can list the skills or experience that qualifies me for this job. |
| _____ | _____ | 4. I have the training or education that qualifies me for this job. |
| _____ | _____ | 5. I have hobbies or activities that might help me qualify for this job. |
| _____ | _____ | 6. I can write down my employment history with accurate names, addresses, and dates for each job (if applicable). |
| _____ | _____ | 7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references. |
| _____ | _____ | 8. I have documents needed for the interview, such as social security card or driver's license. |
| _____ | _____ | 9. I am dressed properly for the job for which I am applying. |
| _____ | _____ | 10. I have directions and transportation arrangements so I can get to the interview on time. |
| _____ | _____ | 11. I have prepared some questions to ask the interviewer. |

INTERVIEW QUESTIONS

Directions: Write a complete sentence in answer to the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?
2. How have your education and/or employment experience prepared you for this job?
3. What are your career goals?
4. Where do you see yourself in five years?
5. Can you tell me about yourself and your background?
6. What do you consider your best qualities and strengths?
7. What do you consider your weaknesses?
8. What interests you about this job?
9. Why do you want to work for this company?
10. What did you like and dislike about your last job?
11. Which course(s) did you like best in school?
12. Last month, how many days of work or school did you miss?
13. Why should I hire you for this job?

MAKE A BUDGET

Directions: Choose an occupation from the *Career Anchor* section and find the salary. Calculate as directed.

Monthly Budget	Sample	Yours
I. Gross Monthly Income (Yearly Salary Divided by 12)	\$1,355	\$ _____
II. Taxes & Deductions		
Federal 11.8%	-\$160	- _____
State 4.5%	-\$60	- _____
Social Security 7.65%	-\$104	- _____
Retirement Plan 5.0%	-\$68	- _____
III. Net Monthly Income	\$963	\$ _____
IV. Expenses		
Food 25%	-\$241	- _____
Housing 25%	-\$241	- _____
Clothing 10%	-\$96	- _____
Transportation 15%	-\$144	- _____
Savings 5%	-\$48	- _____
Other 20% (i.e. utilities, personal items, entertainment)	-\$193	- _____
Total Expenses	\$963	\$ _____

If your take home pay is greater than total expenses, congratulations!
Save some money for a rainy day.

MOVING OUT

1. Make a list of 20 things you will need to live on your own.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

2. Calculate the cost of the items.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

3. Use local resources (i.e. newspaper, One-Stop Career Centers) to look for jobs to help fund the new-found independence. List the job possibilities.
4. Call utility companies to find out average deposits and monthly rates.
5. Make a monthly budget using the information about the job possibility that you desire. Students are to actually interview for the job. (Students cannot become employed in any occupation without the required education.)

6. Using the newspaper, estimate the cost of eating for one day, one month, and one year.
7. Keep a record of progress in a reflection paper.
8. After all budgeting is calculated, make a circle graph. This will be enclosed in the reflection paper about how "moving out" actually works.